

ERASMUS DARWIN ACADEMY

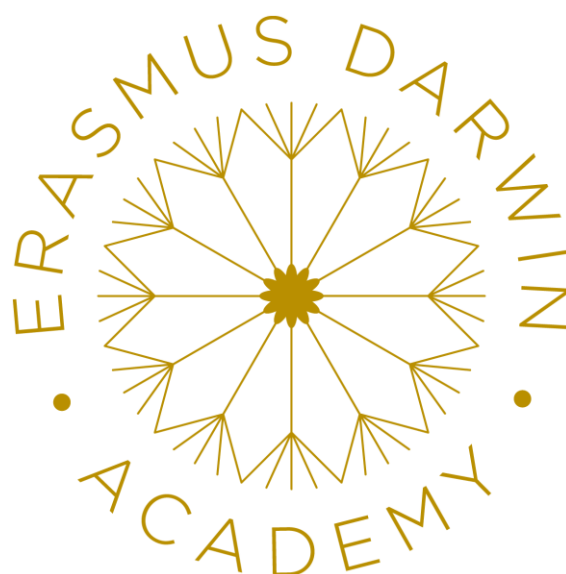
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Change Record		
Version	Date	Description
1.1	4.10.23	Wording update to include student behaviour in the Academy and at alternate provision.
1.2	17.10.23	Update to Section 20 – reference to linked Policies
1.3		
1.4		

“Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the “Safeguarding Policy”.

Behaviour For Learning Policy

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Section 1 PURPOSE

Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all students to succeed personally.

- 1.1 Erasmus Darwin Academy has established a clear ethos and culture that nurtures aspirational, confident young people who can make a positive contribution to society.

As a high performing learning organisation, we need to ensure that the best possible conditions exist so that effective teaching and learning can take place at all times.

Therefore, at Erasmus Darwin Academy everyone will:

Act with courtesy, co-operation, consideration and respect to others at all times, take responsibility for their actions, and respect the right of others to learn and realise their potential. We will do this through observing our Academy Values:

Excellence:	To be the best you can be
Respect:	To understand others and their cultures
Friendship:	To help people in all circumstances
Equality:	To treat others how you would like to be treated
Determination:	To try and try again when things go wrong
Courage:	To carry on when the going gets tough
Inspiration:	To follow in the footsteps of our role models

The following key principles inform all aspects of this policy:

- 1.2 All stakeholders should be aware of this policy and ensure that they take an active part in carrying out their roles and responsibilities as detailed in Section 2.
- 1.3 We are committed to the promotion of high standards of behaviour in and around the Academy site and on all Academy activities as outlined in the statement in Sections 3 and 4.
1. **Behaviour for Learning** – this code provides a reference for expected behaviour standards. It should be known by all members of the Academy community, it should be referred to as a guide and to point out how behaviour can be improved.
 2. **Classroom Expectations** - these are daily expectations and are driven by our ‘Attitude to Learning’ expectations. These must be made clear to all students to ensure that they have the opportunity to learn effectively, safely and enjoyably. The attitude to learning criteria is reported in the progress checks.
 3. We recognise that rewards are a powerful means of reinforcing our expectations of high standards of behaviour, effort and achievement. Praise, encouragement and rewards are key features in emphasising expected behaviours and should not be withdrawn once issued.

4. We employ a range of sanctions to reinforce our expectations of high standards of behaviour. These sanctions will be proportionate and used appropriately to discourage and eliminate the repetition of specific unacceptable behaviour.
5. We believe that the health, safety and well-being of everyone in the Academy community is a priority. Bullying in any form is unacceptable and will be dealt with rigorously and sensitively to ensure the emotional and physical well-being of students and staff. (See Anti Bullying Policy).

Section 2 ROLES AND RESPONSIBILITIES INCLUDING LEADERSHIP & MANAGEMENT

- 2.1 **Governing Body** will establish and review the Behaviour for Learning policy annually. It will ensure that the policy is communicated to staff, students and parents. The Governing Body will review behaviour standards in the Academy on a regular basis through its meetings and provide support for individual students and parents through the Student Support Committee.
- 2.2 **Senior Leadership Team** will be responsible for managing the implementation of this policy and procedures. They will ensure that the application of the policy is fair and consistent. Assistant Headteachers have overall responsibility for promoting high standards of behaviour within their house. Senior Leaders will analyse the data in line with the overview provided in Appendix 1. The collected data will be presented in a termly report that identifies trends and patterns and outlines the intervention implemented.
- 2.3 **Student Support Managers** will assist in implementing the policy, make decisions about sanctions and interventions and will provide support for students who are presenting challenging behaviour and staff who are facing challenging behaviour. Support Managers will analyse the data in line with the overview provided in Appendix 1.
- 2.4 **Middle Leaders** are responsible for the implementation of the policy and for standards of behaviour in the lessons and other experiences that take place in their subject areas and areas of responsibility. Subject Leaders are responsible for analysing the behaviour data specific to their subject and for supporting staff to address any concerns. Subject Leaders will analyse the data in line with the overview provided in Appendix 1.
- 2.5 **All Staff** will be responsible for implementing the policy, ensuring that it is applied fairly and consistently and that rewards and sanctions are given when appropriate. Mutual support amongst staff in implementing the policy is essential. Staff also have a responsibility for creating a high quality, positive learning environment and teaching good behaviour. It is essential that staff take full account of the learning needs of individual students including those with Additional Needs and/or those with disabilities. In addition to this, all teachers are expected to know the profile of the group (including PP) and respond to the challenges/ barriers to learning that the students may face. Teachers and tutors will analyse the data in line with the overview provided in Appendix 1.
- 2.6 **Students** will be expected to accept responsibility for their own behaviour, especially as it impacts on the rights of others. To achieve this, students will be expected to follow the Behaviour for Learning code and our Classroom Expectations. Students also have a responsibility to report incidents of disruption, violence or bullying.

2.7 Parents and carers are expected to work in close partnership with the Academy to maintain high standards of student behaviour and, in particular:

- a. To support Academy values and all aspects of this policy.
- b. To send students to Academy in full Academy uniform.
- c. To ensure students leave home for Academy on time and arrive at Academy punctually.
- d. To follow attendance procedures for reporting absence and other related issues as per the attendance policy.
- e. To make sure students have the right equipment for each lesson.
- f. To sign their academic planner weekly to check homework is being completed appropriately and to check for any messages left by staff.
- g. To reinforce our request that mobile phones and other electronic equipment, including cameras, should be left at home.
- h. To communicate with their child's tutor on any matters of concern.
- i. To agree to the expectations outlined in the 'Home-Academy' agreement.
- j. To engage with support mechanisms where students require specific behaviour interventions (Early Help).
- k. To support with reinforcing good behaviour beyond the Academy Day (including traveling to and from the Academy and on line).

2.8 Other agencies

The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Student Support – Designated Staff

All students are allocated a Tutor Group. This member of Staff should be the initial layer of support for the student.

All Tutor Groups are assigned to a House. Each House is led by an Assistant Headteacher and a Student Support Manager that will oversee the pastoral care, liaising closely with the Tutor.

Where Students have additional needs, they will have an allocated Learning Support Assistant that will also provide additional support.

Section 3 BEHAVIOUR CURRICULUM

The Behaviour Curriculum, also known as the 'Hidden Curriculum' are the norms, values and culture that we expect at EDA. We recognise that young people need to be taught how to behave through the process of secondary socialisation. We explicitly teach Students how to behave using various mechanisms. These include but are not limited to:

- Pastoral updates to teach the students a planned Behaviour Curriculum
- Assemblies
- STEPS (Social Norms)
- Behavioural Intervention that promotes self-reflection and accountability
- Extra-Curricular/ Educational Trips & Visits
- Student Leadership & Student Voice
- Safeguarding and Personal Development Curriculum (CARE Curriculum)
- The EDA Way which codifies the behaviour expected and is communicated with all stakeholders.

Section 4 ACADEMY RULES

Within the Erasmus Darwin Academy community everyone is expected to exemplify our Academy values in everything they do. To support this, the Academy has three rules outlined below. Students are expected to follow these rules at all times when attending the Academy.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Be Ready

Attend Academy every day possible, and arrive on time.
Bring all the equipment you need for the day.
Wear the correct uniform, in the correct way, every day.
Be punctual to everything.
Accept that learning is a challenge and won't always be easy.
Have a thirst for learning.

Be Respectful

Follow staff instructions at all times.
Behave as you would want others to behave towards you.
Be considerate to others.
Be polite and courteous.
Allow others to learn.
Do not make other people's lives difficult or unpleasant.
Play an active and positive part in all aspects of Academy life.
Accept and celebrate the differences within the academy community.

Be Safe

Always act in a way that will not cause danger to others.
Never verbally or physically abuse someone else.
Do not bring any illegal, offensive, dangerous or forbidden items into the Academy.

Section 5 CLASSROOM EXPECTATIONS

All students at the Academy are expected to respect that every teacher has the right to teach and that every student has the right to learn and realise their potential.

1. At the start of lessons

- Walk in calmly and quietly, go straight to their assigned seat and remove any outdoor clothing.
- Place their planner, knowledge organisers, and equipment on the desk.
- Sit down and begin the 'Learning Starts in 60 seconds' task.

Attitude to Learning Criteria - In every lesson, we have the following expectations of all students:

- Attend lessons with appropriate equipment.
- Sit up straight, listen attentively and track the teacher.
- Complete work to the best of ability at all times.
- Ask and answer questions during lessons.
- Follow instructions first time, every time.
- Never interrupt learning.
- Be silent when a teacher counts '3...2...1'

At the academy, 'learning starts in 60 seconds'

When students are in lessons, they will begin their learning within 1 minute of being seated because we want to maximise every opportunity for learning. Activities will include a recap of prior learning with some factual recall or low stakes test.

At the end of lessons:

- Remain seated until instructed otherwise.
- Pack all personal belongings into bags.
- Stand behind their chair in silence, when invited to do so from the teacher.
- Walk out calmly and quietly when the teacher dismisses you.

Section 6 SOCIAL TIME BEHAVIOUR AND CORRIDOR CONDUCT

We expect the Academy to be calm and orderly at all times. Students should meet the Academy behaviour expectations and rules at all times even when not directly supervised. Movement around the Academy should be prompt. Students are expected to move immediately to their lesson using the one way system. The following rules are communicated with students:

Corridor Rules	Corridor Norms & Expectations
<p>The corridors should be a calm and orderly environment. As such, the following should not happen:</p> <ol style="list-style-type: none">1) Shouting or making unnecessary noises.2) Pushing/ Shoving/ Making intentional contact with anyone else.3) Hitting walls/ doors/ notice boards/ lockers.4) Running/ jumping are not necessary.	<p>The one-way system should be used at all times to move between lessons.</p> <p>Movement to lessons should be prompt- do not wait for friends, do not lap.</p> <p>There should be no eating on the Corridor.</p>

Where students break the rules on the corridor or at social times, observed by either a staff member, Student Leader or CCTV, the following sanctions will be implemented using an escalation principle:

- 1st Infringement: 30 minutes – loss of social time
- 2nd Infringement: 1 hour – at the end of the Academy day
- 3rd Infringement: Isolation

Section 7 SOCIAL BEHAVIOURS INCLUDING BULLYING; CHILD ON CHILD ABUSE AND SEXUAL VIOLENCE & SEXUAL HARRASSMENT

Any incidents of behaviour that do not take place in the classroom, such as bullying or Child-On-Child Abuse will be dealt with in association with the related policies (Safeguarding Policy, Anti-Bullying Policy, Child on Child Abuse Policy). Interventions will be implemented which may include sanctions depending on the nature of the incidents that occur.

Sexual Violence & Sexual Harassment

The following definitions are referred to:

- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Where incidents of Sexual Violence & Sexual Harassment occur, the Academy will respond in the following way:

- Each incident will be dealt with on a case-by-case basis.
- Underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated.

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) will usually take the lead, supported by other agencies as required. Different sanctions and interventions will be appropriate for different 'levels' of sexual harassment and sexist behaviour.

Section 8 BEHAVIOUR OUTSIDE OF THE ACADEMY

Conduct outside the Academy premises, including online conduct, is expected to be in line with the Academy rules and expectations. Students will be held accountable for their behaviour when:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from Academy
- Wearing Academy uniform
- In some other way identifiable as being a student from the Academy
- The behaviour could have repercussions for the orderly running of the Academy
- The behaviour poses a threat to another student
- The behaviour could adversely affect the reputation of the Academy

Students that are enrolled on alternative provision or dual registered for off-site education are expected to meet the Academy Behaviour expectations. If Students breach these expectations they will face sanctions in line with the Policy.

Online Incidents

Many online behaviour incidents amongst young people occur outside the Academy day and off the Academy premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the Academy culture. The Academy reserves the right to sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions when the student is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the Academy.

The way in which students relate to one another online can have a significant impact on the culture at Academy. Negative interactions online can damage the Academy's culture and can lead to students feeling that the Academy is an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the Academy premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Section 9 RESTRICTED AND PROHIBITED ITEMS

1. RESTRICTED ITEMS

The list below is not exhaustive but includes items that should not be brought on to the Academy site. If they are used, in the first instance, they will be confiscated and a sanction may be issued:

- Mobile phones must not be used for any reason on site unless specific permission is given by a staff member.

- Other personal electronic devices or cameras cannot be used within the Academy.
- Bubble/chewing gum.
- Any canned/ bottled carbonated drink or age restricted energy drink/ items.

2. PROHIBITED ITEMS THAT WILL BE CONFISCATED

The list below is not exhaustive but includes items that should never be brought into the Academy. In the first instance, they will be confiscated and a sanction may be issued:

- Any form of knife and weapons or similar equipment (including imitations):
- Any form of alcohol, drugs or other unsafe substances (including paraphernalia) *
- Stolen items.
- Tobacco and cigarette papers, cigarettes, lighters, matches, e-cigarettes (vapes)
- Aerosols, laser pens, fireworks.
- Pornographic and other offensive images/publications.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

* essential medication must be handed in to the Student Inclusion Zone.

Mobile phone and other electronic devices

There is no need for students to bring mobile phones or electronic devices into the Academy. We have very effective methods of contacting parents and students in the event of an emergency, and if students need to contact home, there is a phone available at reception. Mobile phones are not to be seen or heard in the Academy. Should a student bring a mobile phone into school, it must be turned off and out of sight during the Academy day.

If students bring mobile phones (or other electronic devices) on to the premises the **Academy takes no responsibility for them**. Phones (and other electronic devices) should not be used on the Academy site; they must be turned off and out of sight at all times. If they are seen or heard by staff they will be confiscated and not returned until the end of the Academy day. In exceptional circumstances, Staff members may provide permission for phones to be used to support in Curriculum activities, explicit permission is required for this. In the event that any student items are confiscated a member of the Senior Leadership Team will return the item to the student and verbally reinforce our expectations. If a student has his/her phone confiscated more than once, on the second occasion and any further occasions that academic year, the phone will only be returned to a parent/carer.

If a student is in the Student Inclusion Zone as a result of a classroom removal or if they are in Isolation, they will be required to hand in their phone/device.

During examinations the possession of a mobile phone (or other electronic devices) whether this be accidental or deliberate, is deemed 'malpractice' by examination boards. Any cases of malpractice will require a formal investigation and the final decision will be made by the examination board. To avoid this, we will provide a box for students to place their phones or other electronic devices if they have brought them into the examination room by accident. Again, it must be stressed that phones placed in the box are at a student's own risk. **The Academy takes no responsibility for them.**

Section 10 SCREENING, SEARCHING & CONFISCATION

Where there are reasonable grounds to support that a student has brought specific prohibited items on to the Academy site, a search may be conducted. Searching can play a critical role in ensuring that the Academy is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and Student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Headteacher, and the delegated staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the Student may have:

- Knives and weapons (including imitations).
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used.
- To commit an offence.
- To cause personal injury.
- To cause damage to property of; any person (including the student).
- An article specified in regulations.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Under common law, Academy staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Academy staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

The Academy follows the Department for Education Advice: 'Searching, screening and Confiscation' (July 2022).

THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in the Academy to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the Academy or among students.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs,

stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the Academy rules.

The document 'When to call the Police' (National Police Chiefs Council) is referred to when the Academy suspect criminal behaviour.

Section 11 ACADEMY UNIFORM

We take pride and have the highest standards at our Academy, we believe it is important that our students reflect this in their appearance as they go about their studies. Our uniform is aimed at giving students a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Our uniform consists of:

Year 7-11:

- **Academy Blazer with embroidered logo***
- **Academy Clip-on Tie***
- **Plain formal white shirt to be tucked into the skirt/trousers.**
- **Plain black tailored trousers (not legging material)**
- **Academy skirt with logo* worn with plain black, opaque or flesh coloured tights**
- **Academy Black V-neck Sweater with embroidered logo (optional)***
- **Plain black leather or synthetic leather shoes (unbranded)**
- **Optional black belt**

*** Denotes items that must be sourced from Uniform Suppliers**

Jean-style, denim, corduroy, legging trousers, or trousers containing lycra, are not permitted.

The sweater is optional and will be available in a full-sleeved and a sleeveless version. It can be worn with the blazer but not instead of the blazer. **No visibly branded footwear, trainers, pumps, canvas shoes or boots are permitted.** Heels must be less than 5cm. No other heels are allowed. Belts must fit within the belt loops of the trousers/skirt; max 5cm in width with a plain buckle.

<https://www.crestedAcademywear.co.uk/product-category/Academys/d-f/erasmus-darwin-academy/>

Where Academy uniform expectations cannot be met, we expect that a note is provided from home which outlines the issue and when it will be resolved. Without a note, a sanction will be imposed.

Physical Education:

Every student is expected to get changed for PE even if they cannot participate fully in the practical aspects (for example through illness or injury) as they are still required to access the learning that is taking place. It is advised to label the PE kit with the student's name. Jewellery must not be worn during PE lessons as it poses a health and safety risk. Students with long hair must ensure this is tied up.

Our PE uniform consists of:

- **Academy Polo Shirt with embroidered logo***
- **Academy Sports Shirt with embroidered logo***
- **Academy sports socks with Academy name***
- **Plain black shorts or plain black 'skort'**

- **Plain black tracksuit bottoms or sports leggings**
- **Trainers**
- **Shin pads**
- **Gum shield**

Optional Extras:

- Academy PE Hoodie* (for use in PE lessons ONLY).
- Studded football/rugby boots

*** Denotes items that must be sourced from Uniform Suppliers**

Appearance

- A watch.
- One pair of small ear studs in the outer edge of the ear.
- No other jewellery is permitted.
- A small amount of discreet make up in natural colours in Year 10/11 only - the academy may ask students to remove any make up if staff consider the amount to be inappropriate.
- Nails of a safe length for PE activities (nails should not be seen from the underside of the finger when the palm is facing upwards)
- Nude nail varnish or French manicure varnish – nail extensions and acrylic or gel products that make the nail rigid are not permitted.
- Hair should be kept neat and tidy and any hair accessories should be small.

Students that have any other visible piercings are expected to remove these for the Academy day.

Extreme hairstyles (such as shaved emblems or lines, unnatural colour dyes, or extreme differences in length) are not allowed.

If parents or students are unsure whether a hairstyle or piercing meets our uniform guide, please contact the Academy for guidance before any treatment.

Section 12 OLYMPIC REWARDS

Rewards are very important for all students as they reinforce good behaviour, recognise service to the Academy and effort put into academic work.



KEY STAGE 3 REWARDS

<p>Gold Awards: Given to the top 30 students with the highest number of bronze medals each term. <i>Via Sims report</i></p>	<p>Reward for student: Gold certificate in assembly Invite to end of term reward event</p>	<p>Parental Communication: Personalised letter is sent home.</p>
<p>Silver Awards: Given to students for every twenty bronze medals they collect. <i>Notification via Sims</i></p>	<p>Reward for student: Silver certificate in assembly. Invite to 'Fast Track Friday' event during the same week.</p>	<p>Parental Communication: Praise postcard is sent home.</p>
<p>Bronze Medals: Given to students for demonstrating one of the academy values. <i>Tutors record on SIMs during Silent Reading</i></p>	<p>Reward for student: Students are given a medal sticker to add to their chart in their planner.</p>	<p>Parental Communication: Notification via app for parents/carers</p>
<p>House Competition: A league table of the most Bronze Medals across the whole year. The winning House gaining a reward event in the summer term.</p>		

KEY STAGE 4 REWARDS

Key Stage 4 Students are recognised weekly via the 'Student of the Week' nominations. All classes receive a nomination for the student that has demonstrated a specific value in the previous week. Each nomination received a personalised praise card via their Tutor and this is logged as an equivalent bronze medal. A message is also sent to parents/ carers. At the end of the Term, the students with the most nominations are invited to a reward event.

Additional Rewards:

Termly subject awards for Excellence and Determination along with Tutor Awards linked to the Academy values.

Weekly 'Excellence Rewards'

Progress awards along with personalised letters based upon academic progress after each data capture for attainment, progress and improvement.

Reward Events:

- **Excellence Awards** are presented to Students in each House, each week based on 100% attendance and no behaviour incidents in the previous week.
- **Celebration of Achievement Assemblies** are designed to reward students in each subject areas for Excellence and Determination. These will take place on a termly basis. Various other rewards are presented within the assemblies.
- **Fast Track Friday** is a weekly event where students who have gained their 20th Bronze Medal are invited for drinks and snacks with members of SLT and staff.
- **End of Term Rewards Events** are to recognise students with the highest number of Bronze Medals that term, along with those who a significantly contributed to the academy or the community.
- **House Rewards Event** is an event to celebrate the champion house for that academic year.
- **Presentation Evening** is designed to celebrate outstanding achievement and effort by students in all Year groups, along with recognising students' examination achievements. This takes place early in the Autumn term.

Section 13 RESPONDING TO MISBEHAVIOUR

The key aim for the Behaviour Policy is to reinforce how to we aim to achieve the most effective culture and ethos. When students make mistakes, it is important that we respond to them in a proportionate manner. Academy staff can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the staff member can apply a sanction on that student. In addition to this Academy applies the principle of 'the balance of probability'. This means that if the probability of the student being involved in an incident was likely, the student can be issued a sanction. The sanction should also be supported with an intervention with the intention to modify the student behaviour.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes:

- **Deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.

- Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- Improvement: to support students to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

In response to the unacceptable behaviour of a student, staff may deploy a range of responses including the issuing of sanctions that will serve to deter the student from similar or related offending behaviour in the future and act as a punishment that is proportionate to the offence. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances including during:

- Lessons, Assemblies and Tutor Period
- Presentations and workshops
- Social time and movement around the Academy
- Educational Visits, including visits abroad
- Travelling to and from Academy

Under exceptional circumstances, sanctions may also be issued in relation to an incident of unacceptable behaviour that has taken place out of Academy time, including online and during evenings, weekends and holidays where the health, safety and well-being of members of the Academy community has been compromised as outlined in Section 7 above.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred and may make reasonable adjustments in response to this.

Classroom consequences – Within the classroom, the subject teacher is responsible for applying strategies for negative behaviour.

The strategies implemented in lessons include a range of both proactive (planned for) and reactive (following an incident). These can include but are not limited to:

PROACTIVE STRATEGIES

- Individual greeting & affirmation for students
- Clean, organised learning environment with planned and timely transitions
 - Establish, maintain and restore relationships
 - Predictable classroom routines
- Consistent classroom expectations for all students
- Teacher circulation with key 'hot spots'
 - Non-verbal cues and reminders
 - Give behaviour-specific praise
 - Actively supervise
 - Flexible seating plans

REACTIVE STRATEGIES

- Reminding & redirecting behaviours
- Change Teacher positioning or proximity to students
 - Provide an opportunity to reflect & refocus
- Remain calm and consistent – avoid shouting/arguing/ discussing, particularly in front of other students
- Provide an opportunity for the student to regulate their behaviour outside of the classroom
- Ask probing questions – is there a reason/ barrier to the student meeting your expectations?
 - Engage in active listening – remember the intention to 'establish-maintain-restore' the relationship
- Focus on the positives – reshape the conversation
 - Detach the behaviour from the individual and reinforce this with the student
 - Reshape the expectations with clear time limits
 - Empower the student to take responsibility

The scripted intervention procedure should be implemented by staff to ensure that students are aware of the escalation model and students are provided with a clear opportunity to modify their behaviour. (APPENDIX 2)

Detentions (Level 1 & 2)

Detentions – Detentions will be set by a staff member who will record the incident/reason on Academy systems and ensure that the detention details are recorded in the student's planner. Staff will give at least 24 hours' notice for after Academy detentions. **The record does not ask for permission but is merely to inform a parent/carer that a detention has been issued, detailing the nature of the problem, time and supervision arrangements. Parental consent is not required for detentions**

Detentions can be held at any of the following times:

- a) Any school day where the student does not have permission to be absent;
- b) Weekends during term - except a weekend during, preceding or following the half term break;
- c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term

A Level 2 Detention is issued when a child is removed from a lesson for a range of reasons (examples outlined in Section 15). If a child is removed from a lesson, they will be expected to join another lesson to continue to complete their classwork independently. Following the removal, a restorative meeting should take place.

Internal Suspension (Isolation) (Level 3)

Repeated or serious offences may result in a student working under controlled conditions in the Isolation Room supervised by Middle Leaders, Support Managers or the Senior Leadership Team. Students are expected to follow their timetable and complete work set by their teachers in line with the Curriculum delivery plan.

Fixed Term Suspension or Permanent Exclusion (Level 4)

The most serious offences may result in suspension from the Academy on a temporary or permanent basis. During this period of suspension, the student will be provided with work in line with their Curriculum delivery plan.

Support following a Sanction

Following a sanction, strategies should be considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of the school. This intervention is often in the form of a learning conversation with the Tutor, Teacher, Student Support Manager or SLT.

After any fixed term suspension, a re-integration meeting will take place with the parent/carer, the student, the Student Support Manager and the Assistant Headteacher or Senior Leader. Where the child is LAC, the Virtual Academy/ Social Worker will also be invited to attend. If the student has SEND, the linked worker will be asked to attend. The student may also be placed on report to monitor her/his behaviour across the Academy. It should be noted that all students may be expected to spend some time in the Student Inclusion Zone (SIZ) on returning from suspension.

The purpose of the re-integration meeting is to move the situation forward. The meeting is an opportunity to determine any additional support or interventions that may be necessary.

Where interventions are not having the intended impact to modify a students' behaviour, the Academy may utilise alternative provision such as Work Experience in an attempt to re-engage the student. In addition to this, the opportunity to engage with a Managed Move arrangement may be explored to another local secondary school.

When a student is at risk of Permanent Exclusion her/his parents/carers may be requested to attend a Student Support Committee where Governors will listen to the concerns of the Academy in relation to the student's conduct. Whilst this is a supportive measure, this meeting is intended to present the seriousness of the situation, and Governors may issue final warnings about a student's conduct.

Where a child has a specific need, reasonable adjustments can be made to support the child in successfully completing the sanction.

In the first instance, the Academy staff member that observes the behaviour will determine the assigned level linked to the behaviour escalation model (Section 14). In exceptional circumstances, this may be amended by a member of the Student Inclusion Zone, Middle Leader or Senior Leadership Team where they feel it is necessary. Retrospective sanctions may also be issued where evidence is provided that an incident has occurred but not been sanctioned at the time.

Section 14 GRADUATED INTERVENTION MENU

Where students are not meeting our behaviour expectations, we recognise the importance of implementing a graduated response to this. (See Appendix 3 for Intervention Menu)

The response is based on various tiers that increase in the extent of the support provided:

- Tier 1 – Universal
- Tier 2 – Targeted
- Tier 3 – Focused
- Tier 4 - Intensive

When implementing any form of intervention and support, the intention is to reshape the behaviour and ensure that the student is able to meet the Academy behaviour expectations.

Section 15 - REPORTING SYSTEMS

As part of the graduated response to behaviour concerns, where the student does not respond to learning conversations regarding poor attitudes to learning and poor behaviour choices, a student may be placed on report. A report is a booklet that gives specific lesson by lesson feedback on the conduct of a student. Feedback is provided based on set targets and expectations and the teacher may comment on the behaviour/ attitude of a student on report.

Communication with parents will take place when a student is being placed on report detailing the reasons for the decision. Dialogue with parents will continue to the review stage. Parents are strongly encouraged to talk to their child about their report on a daily basis and to record a parental comment if appropriate in the space provided.

Pastoral Support Plan (led by a Student Support Manager and overseen by the Assistant Headteacher)	This is set in response to serious concerns about the student's behaviour and the perception that the individual may be at risk of permanent exclusion. A PSP will last for 16 Academy weeks. The child's parents will meet with the Assistant Headteacher and Student Support Manager at the beginning of the process. A meeting with parents should also take place at the 8 week review, and at the 16 week stage. A PSP can be extended by a further 8 weeks if necessary.
SLT Report: (led by the Deputy Headteacher)	This is set in response to failure to complete House Report. The minimum that any student will be on SLT Report is 8 weeks.
House Report (led by the Assistant Headteacher):	This is set in response to serious concerns or where a child has not achieved our expectations when she/he was on Tutor Report. The minimum that any student will be on House Report is 4 weeks with most students completing an additional 4 weeks.
Tutor Report (led by the student's tutor):	This is set in response to repeated concerns of low level incidents or low level disruption. The minimum that any student will be on Tutor Report is 4 weeks with most students completing an additional 4 weeks.
Praise Report (led by a Student Support Manager):	This allows teachers to put a positive comment about the behaviour or attitude of a student where appropriate. It is intended to reinforce good behaviour in lessons. This report will normally have a duration of 2 weeks.

Punctuality Report (led by the Student's Tutor and the Attendance Manager)	This report is issued following patterns of poor punctuality to lessons. The duration of the report is variable and the support offered is bespoke to the situation.
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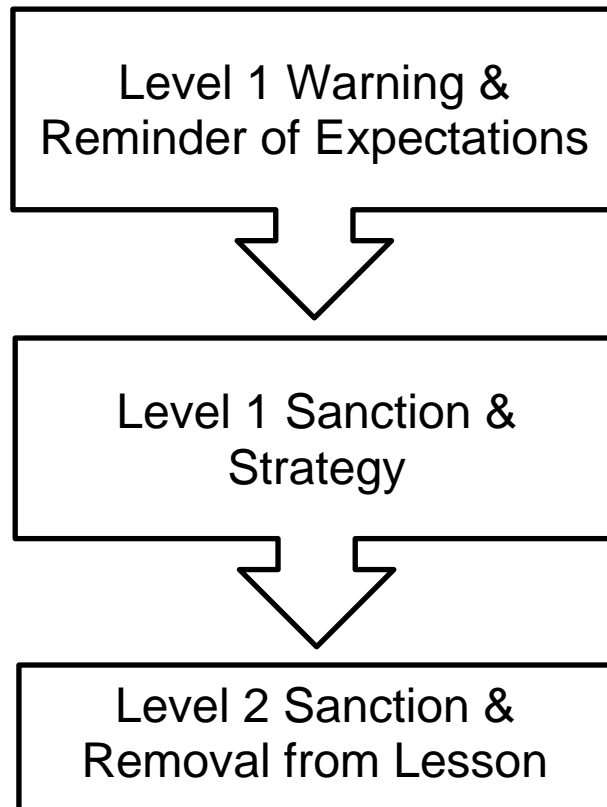
Section 16 BEHAVIOUR AND SANCTIONS FRAMEWORK

Behaviour	Strategies/ Interventions	Sanction
Expectations Attends lessons with appropriate equipment. Sit up straight, listens attentively and tracks the teacher. Completes work to the best of ability at all times. Asks and answers questions during lessons. Follows instructions first time, every time. Never interrupts learning.	<ul style="list-style-type: none"> • Verbal praise • Draw attention to best conduct 	
Level 1 Behaviours Teasing, talking out of turn, shouting out, avoiding work, wasting time, being noisy, arguing, stopping others from working, throwing, inappropriate comments, inconsiderate behaviour, Leaving the room without permission	<ul style="list-style-type: none"> • Proximity (standing near to the student) • Non-verbal signs • Rule reminders • Giving choice • Change of activity • Clear explanation of behaviour required • Verbal warning of consequence • Move seat • Restorative justice meeting • Isolate within the classroom • Time out • Learning Conversations to reshape behaviour 	<ul style="list-style-type: none"> • Level 1 Detention (30 minute detention)
Level 2 Behaviours Failure to respond to positive strategies/sanctions issued in Level 1, Constantly arguing back, Refusal to follow instructions, Use of inappropriate language, Interfering with the learning of others, Play fighting, Dangerous/reckless behaviour, Sexual harassment*	<ul style="list-style-type: none"> • Removal from lesson • Restorative justice meeting • Learning Conversations • Parental communication • Change of teaching group (where possible) 	<ul style="list-style-type: none"> • Level 2 Removal & Detention (60 minutes detention)
Level 3 Behaviours Failure to respond to positive strategies/sanctions issued in Level 2, SLT removal from a lesson, Vandalism, Fighting, Constant refusal to follow instructions, Use of inappropriate language towards staff/students, Persistent failure to follow instructions/Defiance, threatening behaviour, Child on Child abuse (including Bullying), Leaving the academy without permission, Smoking/possession of smoking/vape paraphernalia, Serious misuse of the internet, Bringing the Academy into disrepute. Sexual harassment*	<ul style="list-style-type: none"> • SLT 'On-Call' removal, • House Report, • Governors Student Support Committee • PSP 	<ul style="list-style-type: none"> • Level 3 - Isolation
Level 4 Behaviours Bringing the Academy into disrepute. Repeated (persistent) disruptive behaviour. Use of offensive language towards staff.	<ul style="list-style-type: none"> • Responsive to the situation – can include the referral to external agencies and bespoke interventions 	<ul style="list-style-type: none"> • Fixed Term Suspension • Permanent Exclusion

Threatening/ intimidating behavior towards Staff. Serious Physical Assault (Staff or Student), Sexual Misconduct, Bringing Weapons/Drugs/Alcohol into the Academy, Direct Discrimination (Racism, Homophobia, disability etc) Harmful Sexual Behaviour; Sexual harassment*		
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*Cases of sexual harassment dealt with on case by case

Section 17 BEHAVIOUR ESCALATION MODEL



Section 18 STUDENT INDUCTION

Admission to the Academy (in Year 7 or mid-year) will involve an induction process that outlines the behaviour expectations for students whilst also providing the parents/carers with key information. Provision will ensure that students understand the behaviour policy and wider culture. Key documentation will be shared with students and parents/carers to ensure that they are aware of the expectations outlined in this Policy. Where necessary, extra support will be provided for students who are mid-phase/ year arrivals.

Section 19 STAFF INDUCTION, DEVELOPMENT & SUPPORT

Establishing an effective Culture and Ethos is centered around a consistent approach and effective application of this policy. Following appointment, all staff participate in an initial Induction Session which outlines the procedures and practices essential for all Academy staff to uphold the Culture. All Staff are also expected to read the related documents such as KCSIE, BFL Policy/ Code of Conduct/ The EDA Way etc. Safeguarding Briefings are delivered weekly with both contextual messages and a clear Curriculum to maintain a culture of vigilance

Culture & Ethos CPD Sessions are scheduled throughout the year to provide input on:

- Contextual issues
- Sharing best practice
- Updates to policies and practice (responsive to the Academy behaviour patterns).

Responsive CPD is provided for staff where training needs are identified from either behaviour analysis or quality assurance activities.

Section 20 Linked Policies & Documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Child on Child Abuse
- Attendance Policy

The following documents have been referenced when compiling this Policy:

- Department for Education – Behaviour in Schools (July 2022)
- Searching, Screening & Confiscation (July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies (September 2022)
- The EDA Way

Appendix 1 - Behaviour Analysis & Intervention

Teachers		Tutors	
<p><u>Teachers have a responsibility to manage the behaviour and climate for learning in their lessons. This includes establishing effective routines and high expectations.</u></p> <p>All incidents of poor behaviour should be recorded on SIMS.</p> <p>All level 2 incidents require a phone call home to Parents/ Carers and a restorative justice meeting to re-establish the expectations and repair the relationship.</p> <p>Patterns of poor behaviour require a phone call home. (guidance below)</p> <p>Where sanctions/ interventions do not have the desired impact, support from the Subject Leader should be accessed.</p>		<p><u>Tutors are responsible for the pastoral care for all Students in their Tutor Group. The Tutor should support with modifying behaviours where they do not meet Academy expectations and praising students when they do. They should act as the child's champion.</u></p> <p>Tutors will check the daily information shared regarding the incidents. Where Tutors have received incidents, they will follow up with a learning conversation to reshape the behaviour. (Scripted Conversation guidance to be provided)</p> <p>Where patterns of poor behaviour are identified or concerns exist, Tutors are expected to engage with Parents/ Carers at the earliest opportunity. (guidance below)</p> <p>If the interventions above have no impact, the Tutor should liaise with the SIZ/ House Leader to launch the Tutor Report</p>	
Subject Leaders	SIZ (Support Managers)	SLT	
<p>Subject Leaders should interpret the daily information and liaise with their teams where incidents occur. Subject Leaders should ensure that restorative justice meetings are held where level 2 incidents occur.</p> <p>Subject Leaders will analyse the SIMS entries weekly based on the report collated and circulated. The planned actions will be recorded in preparation for Line Management discussions.</p> <p>The Subject Leaders should identify any training needs and support accordingly or refer to Line Manager/ appropriate Senior Leader</p> <p>Where sanctions/ interventions do not have the desired impact, support from the Assistant Headteacher/ appropriate Senior Leader should be accessed.</p>	<p><u>Daily</u></p> <p>Support Managers will review the daily incidents and intervene accordingly.</p> <p><u>Weekly</u></p> <p>Support Managers will review the weekly incidents and determine any patterns. SM will liaise with Tutors to ensure that the necessary action is taken. SM will liaise with Teachers where patterns of poor behaviour are evident.</p>	<p><u>Daily</u></p> <p>The SIMS entries will be communicated with all Classroom Staff.</p> <p><u>Pastoral Briefing (In Houses)</u></p> <p>SLT will oversee the actions to be taken by Tutors. The report process will be QA.</p> <p><u>Pastoral Meeting:</u></p> <p>Highest profile Students and incidents discussed with a review of the interventions.</p> <p><u>Line Managers:</u></p> <p>Line Managers will routinely use the analysis document completed by Subject Leaders to challenge the action taken.</p> <p><u>Business Meeting</u></p> <p>A holistic overview of the highest profile students discussed with actions determined. Termly review of the data to establish any patterns and plan any necessary interventions for individuals and groups of students.</p>	



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SCRIPTED INTERVENTIONS



BFL Policy	Scripted Intervention Stage	Overview of stage including hints & tips	Script Example	Physical Approach
Level 1 Warning	Stage 1	<p>Open well and do not start a dialogue with the child. Make a statement rather than open a discussion.</p> <p>Refer a specific Academy rule:</p> <ul style="list-style-type: none"> • Be Safe • Be Ready • Be Respectful 	<p>"I've noticed you've had a problem starting this morning. You know our rule about getting involved with the group and being respectful. I can't have you sitting outside of it, I need you to be involved, this will need to be a L1 warning"</p>	<p>Kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you.</p> <p>Encourage the Student to engage with you and the rules. Remain positive and supportive.</p>
Level 1 Sanction & Strategy	Stage 2	<p>Sanction stage - When the initial warning does not work, implement the consequence system. The pupil will more than likely protest at this stage. It's important at this point to remind the child of previous good behaviour.</p> <p>Holding your nerve at this moment is the real heart of behaviour management. This is where you can model that emotionally resilient adult behaviour for the children.</p> <p>Implement a strategy – this could include (but is not limited to):</p> <ul style="list-style-type: none"> • Changing the seating arrangement • Providing a short period of time outside the classroom to reflect 	<p>"I'm going to issue you a L1 sanction"</p> <p>Follow up with:</p> <p>"Do you remember last Thursday, you had a brilliant lesson. That's the behaviour I want to see from you"</p>	<p>It's almost impossible to argue with someone who is praising your previous good behaviour!</p> <p>Ensure that the interaction is swift and you walk away!</p>
Level 2 Sanction	<p>Private Intervention. Remove the child to the outside of the classroom and request SLT removal. Do not engage in a discussion with the child. Ensure that an RJ takes place to 'rebuild' the relationship and a phone call home to inform and engage the Parent.</p>			

N.B Where Students do make modifications to their behaviour after stage 1 or 2, praise and thank them.



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THE EDA WAY - BEHAVIOUR INTERVENTION MENU

Tier 1 - Universal	Tier 2 – Targeted	Tier 3 – Focussed	Tier 4 - Intensive
Day to day Tutor interactions	1:1 Learning Conversation to discuss behaviour – Tutor	Tutor Report*	SLT Report*
Day to day Teacher interactions	1:1 Learning Conversation to discuss the behaviour – Teacher	House Report*	Pastoral Support Plan*
Student requests support when a situation occurs – situation resolves with support	1:1 Learning Conversation to discuss the behaviour – Support Manager	Referral to internal support – Counsellor	Governor Behaviour Committee
	1:1 Learning Conversation to discuss the behaviour – Assistant Principal	Referral to internal support – HAL	Referral to external agency – Bridge Placement
	Phone Call to Parent to outline concerns	Referral to internal support – Academic Mentor	Managed Move
	Meeting with Parent to outline concerns	Referral for internal support Behaviour Mentoring	Alternative Provision – Work Experience
	Restorative Justice Meeting with Staff Member & SL/ SIZ/ AP	Referral to T2 external agency – Other (including Catch 22/ Action for Children/ Malachi etc.)	
	Behaviour Mentoring	Referral to external agency – Bridge Outreach	
	Breakfast Club	Referral to external agency – Fun Club	
		Referral to external agency - SAS	
		Referral to external agency – Ed Psych	

*Reporting process will allow for various referrals including HUB/ EHA/ RFM etc.